

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

Please visit [gov.uk](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£773
Total amount allocated for 2020/21	£16,287
How much (if any) do you intend to carry over from this total fund into 2021/22?	£5407
Total amount allocated for 2021/22	£16,303
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£21,740

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2021.</p> <p>Please see note above</p>	83% (5/6)
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	83% (5/6)
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	83% (5/6)
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p>	Yes/No

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/21		Total fund allocated: £16,287		Date Updated: July 2021	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					
Intent		Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:		Make sure your actions to achieve are linked to your intentions:		Evidence of impact: what do pupils now know and what can they now do? What has changed?	
<p><i>All children will demonstrate a good level of engagement with <u>at least the minimum level of recommended physical activity in school.</u></i></p> <p><i>All children will show improvement in their fitness levels, stamina, skills and understanding of a range of sports.</i></p>		<ul style="list-style-type: none">All children to continue to have 2 hours PE per week, which cover all NC requirements.The playground and/or village field will be used at playtime, lunchtime and for after school sports activities wherever possible.A range of playground equipment is to be provided to enhance opportunities for physical play, including a permanent climbing wall, a range of tricycles, scooters, skipping ropes and throwing and games equipment (<i>use of Sainsburys 'Active Kids' vouchers to support the purchase additional playground equipment as needed/desired</i>).		£10,850	
				<ul style="list-style-type: none">Direct PE instruction from professional sports coaches and Forest School provision continued through the periods of national lockdown and associated restricted school attendance – for those pupils who were still eligible to attend school; pupils learning remotely were provided with weekly PE lessons and outdoor, physical learning (<i>e.g. Forest School-type activities</i>) to complete at home. In these way, the vast majority of children have maintained good fitness levels throughout the pandemic.	
				<ul style="list-style-type: none">Explore options for further developing the playground as an exciting outdoor space which encourages good physical development, <i>e.g. by renewing the line markings and/or purchasing further playground enhancements.</i>Consider developing the use of the older children as Play Leaders to lead active play on the playground and breaktimes and/or lunchtimes.	

	<ul style="list-style-type: none"> • Weekly Forest School sessions for all children in school, year round, delivered by a certified instructor. • Premier Active's 'Golden Mile' to be used at least x2 per week to supplement existing opportunities for endurance activities. • Continue to promote local opportunities for physical activities outside of school - through schools newsletters, assemblies and emails to parents. 		<ul style="list-style-type: none"> • Children are very active at playtimes and make good use of the range of play equipment on offer to play a wide range of imaginative and well-known games. • Forest School provision has continued to have a positive impact on children's well-being, levels of resilience and independence, and their abilities to co-operate, create and problem solve. • Through their participation in the Golden Mile lunchtime running club, individual children showed a good improvement in their stamina and fitness levels and pride in their achievements. • Lots of children were involved in sporting clubs/teams/activities outside of school before the pandemic restrictions began, including at competitive levels – the range of activities included tennis, football, rugby, horse riding/show jumping, swimming, football, gymnastics and dance. These clubs/team training sessions are all now resuming and most children have returned. 	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> • <i>At a strategic level, the federation will invest in our PESSPA Programme, seeing it as central to our school's individual culture and ethos.</i> • <i>An appropriately-skilled Subject Leader will champion teaching and learning in PESSPA across the school.</i> • <i>An annual audit of the safety of all PE equipment will inform any new purchases.</i> 	<ul style="list-style-type: none"> • Through the continued development of our federation Curriculum Leadership Teams, we will have a dedicated and suitably qualified/experienced champion/s for PE in place. • Conduct an annual safety audit of all PE equipment to inform the purchase of new equipment. 	<p><i>Subject Leader cost, e.g. the cost of cover for release time – funded separately</i></p> <p><i>£30 annual PE equipment safety audit carried out by SportsSafeUK</i></p>	<ul style="list-style-type: none"> • Clear statements of intent, implementation and impact have been developed for PE to share our vision for teaching and learning in this subject. These are published on our school website. • A curriculum audit has taken place to identify strengths and areas for further development in our current PE provision. • All equipment is safe as regular routine (<i>as part of everyday health and safety walks/checks</i>) and annual inspections ensure damaged/unsafe equipment is fixed/disposed of and that new equipment is provided. 	<ul style="list-style-type: none"> • Strengthen the role of the Subject Leader – they should now create a SMART Action Plan for PE and begin to monitor progress and attainment levels for the children alongside monitoring the quality of the overall provision. • Continue with the annual safety audit for all PE equipment and the regular checking of all PE equipment through routine health and safety checks.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Intent	Implementation		Impact	
Your school focus should be clear what you want the staff to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<i>All teaching staff will demonstrate increased confidence and skill in planning and leading PE lessons through working alongside the professional sports coaches.</i>	<ul style="list-style-type: none"> Continue to use professional sports coaches deliver all PE sessions at this time. All classroom staff to observe and participate in supporting the children throughout these coach-led lessons as part of their own CPD. 	<i>See costs for sports coaching, as detailed above</i>	<ul style="list-style-type: none"> Staff are playing a greater role in the teaching and learning of PE and, as a consequence, are showing increased confidence levels. EYFS staff are becoming more skilled in making accurate observations about children's levels of attainment and identifying the next steps needed in their physical development. 	<ul style="list-style-type: none"> Audit staff levels of confidence for teaching their own PE content and provide further individual CPD, as needed. Staff will begin to deliver some PE content themselves, through team teaching alongside the sports coaches. Explore the cost of training our own Forest School Leader to see if this is financially viable.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<i>All children will be offered a wider range of in-school PE opportunities.</i>	<ul style="list-style-type: none"> Utilise the facilities of federation partner schools and local sports facilities to enrich PE provision, <i>e.g. the use of the gymnastic apparatus at Snitterfield Primary School. This is especially important due to the limitations of the school site.</i> Continue with an annual federation residential for upper KS2 in order to offer further opportunities for outdoor and adventurous activities. Employ a specialist dance teacher to deliver some dance sessions. Continue to explore external providers available for delivering extra-curricular sports clubs. 	See costs, as detailed above	<ul style="list-style-type: none"> During the summer term 2021, Acorn Class had a block of dance teaching from a specialist dance teacher. The children really enjoyed this progressed well with the expressiveness and sharpness of their movements as well as their ability to follow the choreography. All children had the opportunity to attend an after school 'Jump Rope UK' skipping club, delivered by a British Skipping Champion. The children showed excellent coordination and skill development throughout the club as well as great enjoyment. <p><i>N.B. Unfortunately, the annual upper KS2 residential and the term of swimming lessons were both cancelled during 2020 - 2021 due to the pandemic and its associated restrictions.</i></p>	<ul style="list-style-type: none"> Re-book the upper KS2 residential and swimming lessons for the new academic year. Explore dance opportunities for KS2. Explore further external providers who may be able to offer after school sporting clubs.

Key indicator 5: Increased participation in competitive sport				
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p><i>All children will be offered the opportunity to participate in competitive sports.</i></p> <p><i>Our children will be ambitious and competitive for themselves and others in sports, helping prepare them for the real world as they understand that it is acceptable to be beaten by someone else who has better developed skills.</i></p> <p><i>All children will understand that, if they commit to practice, they can raise their own standards of performance.</i></p>	<ul style="list-style-type: none"> Offer all children opportunities to take part in competitive sport as part of a broad curriculum and as part of specific enrichment opportunities for individuals/groups/classes in the form of lunchtime/after school clubs or cross federation or local school tournaments/competitions. Continue to offer an annual Sports Morning, with parents as spectators. 	<p><i>Usually, no cost attached to participation in local area/federation sports events, other than staff time and transport</i></p> <p><i>Costs for Sports Morning amalgamated into termly Onside Coaching fees</i></p>	<ul style="list-style-type: none"> In the academic year 2019-2020, our school achieved a 'School Games' award for high level participation in local area sporting events – during the academic year 2020-2021, many of these opportunities were offered virtually. Our annual Sports Morning, held in July, was well attended by parents and received lots of positive feedback on the behaviour, efforts and sporting attitudes of the children. Children definitely displayed increased resilience levels at the 2021 Sports Morning when compared with the previous event. 	<ul style="list-style-type: none"> Re-engage with participation in local area sports as face-to-face opportunities resume. Continue to offer annual Sports Morning activities. Resume planning a range of cross federation opportunities for competitive sports, e.g. the Y3/4 rounders tournament.

Signed off by <i>Emma Barrick</i>	
Head Teacher:	<i>Emma Barrick</i>
Date:	21 st July, 2021
Subject Leader:	<i>Jen Ballantine</i>
Date:	21 st July, 2021
Governor:	<i>Charlotte Morgan</i>
Date:	21 st July, 2021